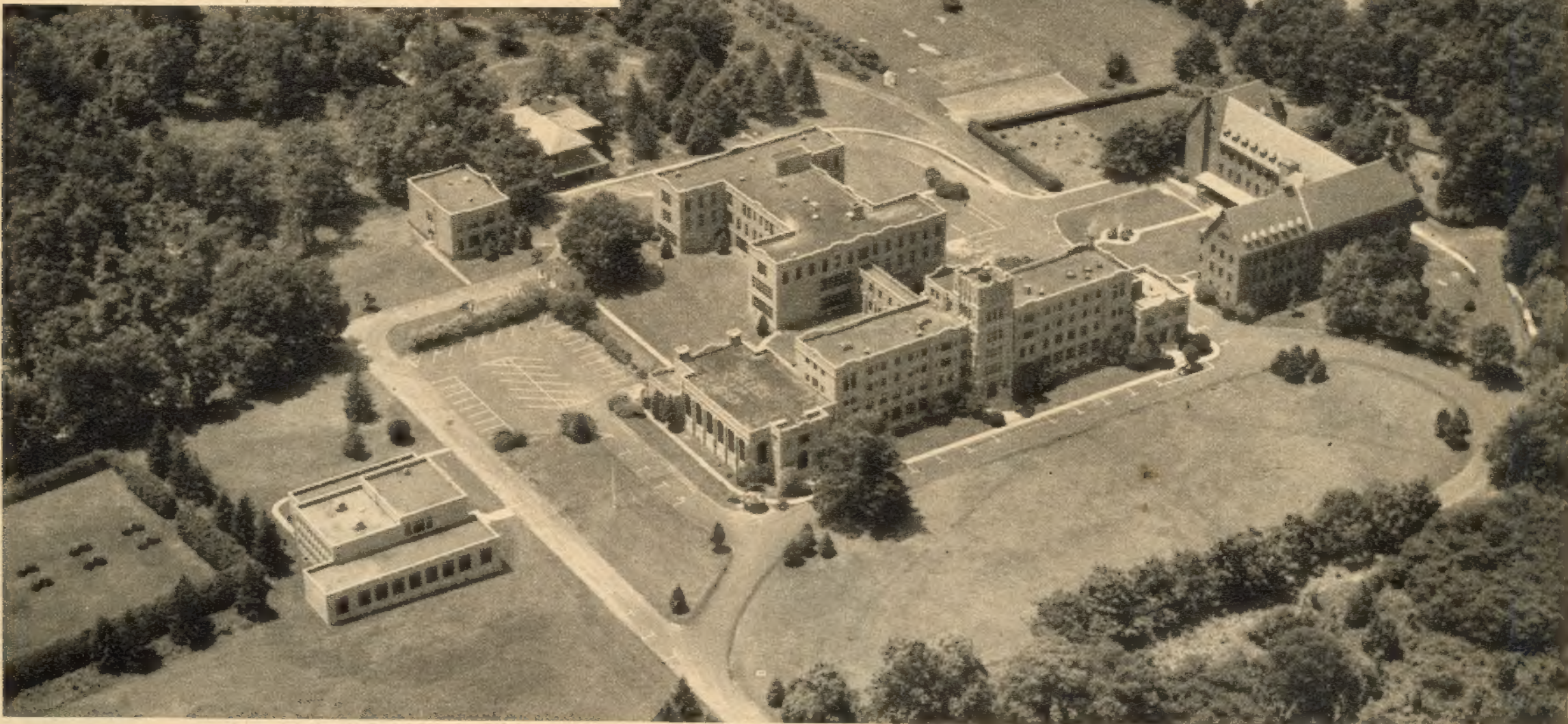
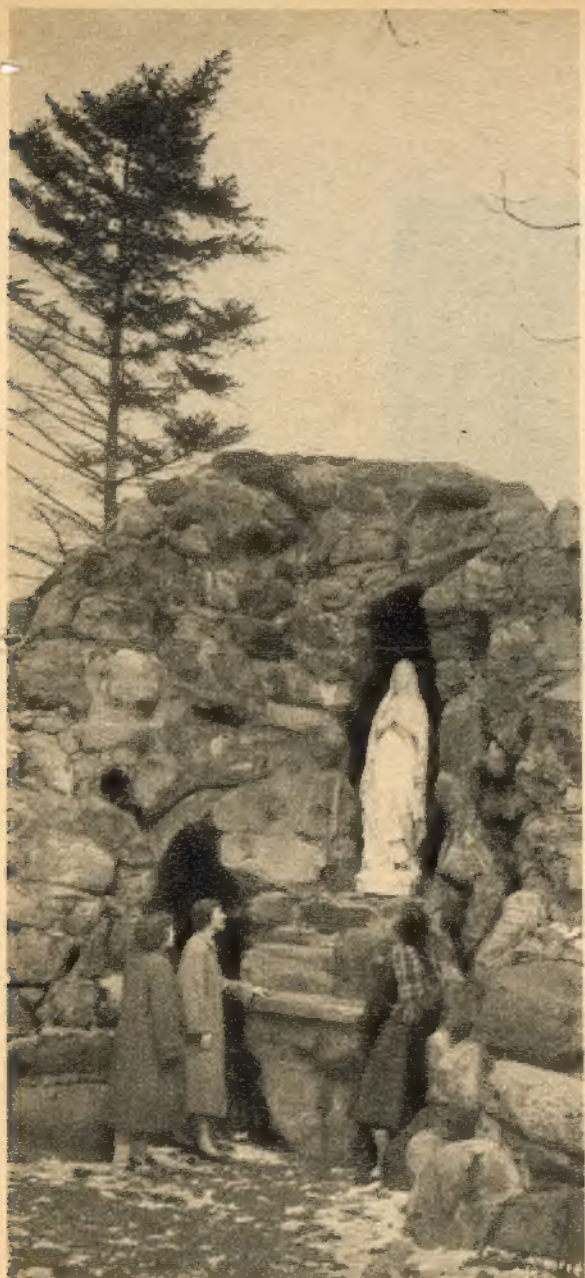


NEW JERSEY COLLEGES:



Airview of campus shows new library (in left foreground) and gym flanking parking area. Rosary Hall has tall center tower and behind it is Aquinas Hall. L-shaped Faculty building is at right; "Dogwood" or "Lady Lane" in top center.



Grotto of "Our Lady" on campus is student shrine.

UNDERGRADUATES at Caldwell College for Women often agree they have a cause for impatience—they believe "no one knows anything about Caldwell College." That complaint by its very nature is the ultimate in compliments because what they really mean is that they wish everyone, everywhere, knew everything about their college on the hill.

Their impatience stems from youthfulness, with youthfulness in this case meaning Alma Mater herself. Caldwell College has graduated only 13 classes, is still very much in her teens and won't reach the ripe old age of 21 until 1960. Right now Caldwell College stands at that point where all her students are older than she.

That matter of "no one knows about us," is of course the commonest cry on small college campuses the nation over—and on some big campuses, too, where one national magazine article a year stirs discontent because there aren't five. No college ever feels itself completely "well known." Women's colleges suffer the additional public relations disadvantages of having no sports page headlines to acknowledge their existence. Thus, at the moment,

This is the 22nd of a series of articles which not only describe New Jersey's colleges and universities, but tell the story of the growth and traditions of individual colleges within the state, picture their roles in modern education and explain how they plan to meet what has been called "an impending tide of students."

Next Sunday: Shelton College.

'DAUGHTERS of DOMINIC'

Smallness and Youth Militate Against Far-Flung Fame But Caldwell College for Women, Under Dominican Tutelage, Has Become an Acknowledged Leader in Field of Three D's—Discovering, Determining and Developing an Individual's Capacities

By JOHN T. CUNNINGHAM

smallness, youth and being a women's college all militate against Caldwell's having far-flung fame.

CALDWELL COLLEGE is better known than the students realize, nevertheless. Particularly is this true in academic circles, and in the last analysis that is where the founders and administrators have wanted the college to be known. That is where the 468 holders of Caldwell degrees also want the college to be known, regardless of how much they might have

yearned for headline popularity in student days.

Still the students say, "People ask, 'Where is your college?'" Why, the students wonder, don't all of the thousands of motorists who ride Bloomfield Ave. every day merely lift their eyes as they pass the Erie Railroad station, thus to see Caldwell College for Women towering above the surrounding terrain? That's a good question, and most people who take the trouble to look wish they had done so before.



"The Kettle," campus newspaper, has as co-editors Regina Tully, Rahway, and Barbara Somers, Jersey City. Students contributed symbols.

BELOW: Genesian Guild members preparing for play are Patricia De Coster, Roseland; Carole Dwyer, Caldwell; Claire Kearins, Hoboken.



On its sharply rising hill, Caldwell spreads over 104 acres in the heart of one of New Jersey's finer residential areas. If growth seems necessary or desirable some day, the college has the room. If large growth never comes, the college will be blessed still; the spacious campus can then retain the luxury of its pleasant woodland and the pastoral appeal of its broad rolling lawns.

The Dominican Sisters who administer the college want the college to remain small, because inherent in

their educational philosophy is the belief that every student must be regarded "as an individual whose capacities are to be discovered, determined and developed." The Sisters expect the present student body of 220 can double in five to 10 years without lessening this individual importance. Present facilities will allow that without overcrowding because since virtually all of the students will be commuters, no new dormitories would be needed.

Growth, when and if it comes, will



Informal discussion with some students is held by Rev. Paul G. Perotta, who has had a major part developing the college's personality.

be undertaken in the serene stride characteristic of Caldwell College from the start. After all, even though the college bears an exact founding date of 1939, its roots go far deeper. Certainly they are as deep as the roots of Mount St. Dominic Academy, started in Caldwell in 1884, and in a larger sense they reach for strength all the way back to the founding of the Dominican Order in 1215.

The academy continues to share the campus with the college, but with no confusion or conflict of either student bodies or educational aims. The two are intimately intertwined in historical and religious backgrounds, but that common heritage in no way makes either institution dependent on the other. They live as members of a well-ordered family—each respects the other but determinedly lives its own life.

DOMINICAN Sisters first came to Caldwell in 1881, started the academy in a private dwelling in Roseland Ave. in 1884 and through the years built "The Mount" into a position of strength. Naturally the Sisters thought often of continuing work beyond the secondary level—just as so many American colleges have evolved from academy beginnings. Finally, in the late 1920s Mother Mary Joseph, mother general of the Dominican community in Caldwell, decided the time had come to broaden the opportunities on the hill.

As she planned four-story Rosary Hall, the brick building so easily seen by lifting eyes off Bloomfield Ave., Mother Joseph obviously planned in terms of a college. The modified Tudor Gothic architecture of Rosary Hall, featuring a tall center tower, indicates Mother Joseph's expectation that Mount St. Dominic Academy

would soon reach out toward college status. The Dominicans began to build Rosary Hall in 1929 and at the same time started construction of Aquinas Hall, a classroom building to the rear.

College was not to be in 1929, however. Because Newark Diocese then embraced a broader geographical area than now and included the College of St. Elizabeth within its boundaries, Mother Joseph could not get diocesan permission for the college. Matters changed in 1937, however, when an altering of diocesan lines placed the College of St. Elizabeth under the jurisdiction of Paterson Diocese, leaving Newark Diocese without a Catholic women's college.

ARCHBISHOP THOMAS J. WALSH moved with characteristic vigor to meet the educational deficiency. He had amply displayed before his interest in Catholic higher education—as bishop of Trenton, he urged the move of Georgian Court College from North Plainfield to its Lakewood estate; and as archbishop of Newark, he started Seton Hall rolling toward university status and reopened St. Peter's College in 1930 after the Jersey City college had been closed for 12 years. He readily agreed the time had come for Mother Joseph to found a college in Caldwell. In passing, let it be noted that Bishop Walsh never lost interest in Caldwell College; his last public appearance before his death in 1952 was the college commencement, where he proudly announced Caldwell's accreditation by the Middle States Association of College and Secondary Schools.

Permission of the State Board of Education for the college came in August 1939 and the new institution rushed to get ready for the opening the following month. As the Domini-

(Continued on Following Page)

CALDWELL COLLEGE

(Continued From Preceding Page)

can Sisters sought a name for the college they chose to pay tribute to the town where their mother house had been located for so many years. They called their college Caldwell, and as they now point out themselves, in so doing also honored the name of a Presbyterian minister—Revolutionary War hero Rev. James Caldwell, for whom the town is named.

Forty-one young women registered for the first class, a surprising number considering the limited time available to recruit students. If that made the founders over-optimistic, enrollment in the fall of 1940 tempered the buoyant feeling. Only eight girls registered that second year, the smallest class in the college's history—and, by the way, one of the most remembered. Six of the eight graduated as the Class of '44, proudly carrying with them in their yearbook the nickname, "Six Daughters of Dominic."

WORLD WAR II struck the campus with full force in 1942, when the fourth "charter" class entered to bring Caldwell to the four-year status necessary before the state could give approval to grant degrees. Home defense activities supplanted many formal and informal social affairs as the little college came quickly to maturity well before its time.

The 17 women of the Class of '43 who stepped up to receive Caldwell's first degrees knew a college which in its basic elements has changed but little ever since. It is perfectly proper to say that those first graduates knew a college whose scholastic and traditional distinctiveness they themselves had helped to mold. Few colleges have had their personalities as well defined after a mere four years as did Caldwell.

Mother Joseph and her first faculty set Caldwell's liberal arts curriculum against a strong background of Ca-

tholic culture and doctrine. The educational teachings of two great early Dominican teachers—St. Thomas of Aquinas, philosopher, and St. Albertus Magnus, scientist—influenced the nature of Caldwell's academic direction.

The Sisters have succeeded from the start in sustaining a family spirit, a friendly and intimate relationship with students. Writings in the earliest campus newspapers showed appreciation of the small classes, the close faculty-student relationships and the opportunity to learn in a friend-to-friend rather than a faculty-student atmosphere.

JUST as Mother Joseph planned and directed the college's religious and scholastic atmosphere, so Rev. Paul C. Perotta developed its personality. Father Perotta came in 1941 to found a philosophy department, and now after 15 years is still a strong factor in helping Caldwell College girls to find philosophies of life inside and outside

the classroom. Ask any Caldwell girl about almost any tradition and she'll reply, "Oh, 'Father' started that." She's right, and in tangible appreciation, two yearbooks (including that of the Class of '56) have been dedicated to "Father."

The campus needed a dramatic group; Father Perotta started the Genesian Guild. The college needed a newspaper; Father Perotta started "The Kettle" and announced its purpose in verse: "The Kettle's my name, because of my aim, to cook up news..." Caldwell needed a yearbook; Father Perotta urged the Class of '43 to found the Carillon (for "the belles of Caldwell"). What the students needed in the way of extra-curricular life, Father Perotta encouraged.

Despite the natural beauty of Caldwell's setting, Father Perotta felt the campus needed a focal point to remember. To meet that need, he mused, why not have each graduating class dedicate a pink dogwood tree every

year until 50 were dedicated? He thoughtfully planted them in advance—50 trees in "Dogwood Lane" (or "Lady Lane") out by the athletic field. Thus students can enjoy the beauty while they wait to dedicate their Class trees.

The pink dogwoods in flower are an unforgettable aesthetic experience, but probably Caldwell girls remember Father Perotta's "Dogwood Derby" as much as the blossoms. When war-time regulations restricted the Kentucky Derby, Father Perotta asked in the spring of 1943: "Why not have our own Derby? Let's guess the exact date and hour when the first dogwood blossoms appear." Every spring since the Caldwell campus has buzzed with "Derby" excitement—each girl paying a dime for her guess, with proceeds going to charity.

EXTRA-CLASSROOM activity is encouraged at Caldwell, and to make the encouragement practical as well as



Library, center of academic life, was opened in 1952, two years after Mother Joseph, foundress of Caldwell College; Sister Raymond, first dean, and Margaret Richardson, student council president, participated in ground-breaking ceremony.



Sister Margaret Louise times speed test of freshman typists. Two-year secretarial science course has strong liberal arts background.



Sister Maureen Elizabeth supervising work of geology students Pat McGovern and Ruth Demster of Livingston and Ronnie Olsen, Caldwell.



Quintet of piano and strings pictured during rehearsal. The college's music department occupies entire second floor of Rosary Hall.

inspirational, an activity period is set aside each day from 11:45 a.m. to 12:30. Different activities are scheduled for different days—meaning that a student can be in anything she chooses, if she has the talent and the scholastic ability to be active. Actually, with such a small student body, every girl must do many things if the extra-curricular program is to succeed. They do so cheerfully, many of them amazed after limited high school activity to find themselves stars at college.

The Sisters see no reason to limit extra-classroom participation, except on the basis of scholarship. That is the keystone of a Caldwell education and as long as a student maintains good grades and has the ability and popularity, she can be everything from campus queen to newspaper editor, from stage star to choral singer, all at the same time.

Nevertheless, Caldwell College makes no apologies about emphasizing its academic preparation. The liberal arts traditions call for a good sound general education the first two years, followed by specialization in a field of concentration (a major) in the junior and senior years. Courses in the major field are supplemented by courses in a related field.

REGARDLESS of the field of concentration, every student must complete 24 semester hours in theology and philosophy, 30 hours in the humanities, and six hours each in the natural sciences and social sciences. The crowning test of a Caldwell education is senior seminar, where each student must read a series of original papers and subject herself to a critique by her classmates. In the spring of her senior year each prospective graduate must also pass a comprehensive examination in her major field.

Science gets broad attention in the curriculum, even though like most liberal arts colleges, Caldwell places its major emphasis on the humanities. Many students major in the sciences and Caldwell graduates have been highly successful in the many pharma-

ceutical plants in the Essex County area. This is due primarily to the stress placed by the college on research methodology.

Caldwell College and Sister Joanna have won attention because of an original research program being carried on in Mendel Hall (a small former milk shed converted into a laboratory). As a unit of the Institutem Divi Thomae in Cincinnati, the research laboratory is using beef brain extract to treat lesions in mice inoculated with a pathogenic organism. There is hope that the results may have some significance in cancer studies.

GRADUATES of Caldwell College find many careers—in science, business, journalism, library work, secretarial positions, sales promotion, teaching and advertising, to mention a wide range. Teaching has become particularly important because of the pressing demand for teachers in New Jersey, and about 50 per cent of all graduates enter teaching. This year's senior class has 26 students out of 43 who plan to be teachers.

Most teaching graduates in past years have entered secondary schools, but starting with the Class of 1957, Caldwell graduates will also have full certification to teach in elementary grades. This year the college also started an evening program to enable graduate students to obtain full elementary certification. One of the evening students, by way of showing that the career of marriage and motherhood is also important to Caldwell graduates, is a member of the Class of 1943 who has four children of her own.

Caldwell seeks to temper its academic programs to meet the requirements of a changing world. Three years ago it started a program to give students a two-year course in secretarial science with a strong liberal arts background. Graduates of the two-year program receive an Associate in Arts degree. Caldwell's newest course is that in library science as a minor for teachers, enabling graduates to fill



Sister Raymond, first dean of Caldwell College, discussing school's traditions with group of juniors gathered in one of reception rooms.

demands for teachers who can also perform part-time as librarians.

Music flourishes as a field of concentration at Caldwell, a fact evident to anyone who spends a few hours in Rosary Hall. The music department occupies the entire second floor and throughout the day the muted sounds of music sift through the halls—the delicate tinkling of the piano, the soft sounds of voices ranging the scales or the swelling sound of an organ.

ACADEMIC life revolves about the college's new \$450,000 library building opened in 1952. The bright modern building has stack room for more than 50,000 volumes and reading rooms capable of accommodating a student body of 500. When growth is mentioned at Caldwell the college feels that in library facilities, at least, it is adequately prepared.

Memories and traditions encircle the Caldwell campus, and even mentioning the library evokes reminiscences about the cold winter days in 1952 when the college transferred its books from the old library room in Rosary Hall to the new library. Students set up a "book brigade," standing in a solid line from old location to new. For three days they passed books down the hall, through the gym, out across the frozen lawn and into the new library, intermittently chanting a song, "Paa-as, paa-as the books; Paa-as, paa-as the books."

These are moments to remember, and a Caldwell girl seems ever intent on building such moments. She re-

members the excitement of "being in everything." She remembers the tension of the original inter-class play competition every Christmas season. She remembers the Christmas candlelight service followed by the formal dinner. She holds dear memories of the Junior Prom, held every Christmas vacation at a New York hotel. She remembers so much—Dogwood Derby, crowning the May queen, dogwood tree dedication, the choral presentations held in cooperation with neighboring men's colleges.

THIS matter of plunging deeply into Caldwell's full academic and social life absorbs practically every student. This is the genesis of their enthusiasm for their college. Their wish that everyone could know about Caldwell, even their wish that so many girls could know about Caldwell College that the registrar's office would be swamped with applications.

Bubbling along this vein, an undergraduate stops suddenly and reflects what might happen if overnight twice as many or three or four times as many girls attended Caldwell College. "How awful to be big," the student might well say. Someday Caldwell will be larger, she'll be more mature, she will have the weight of time-proved dignity. She'll be "better known," true, but as any Caldwell undergraduate must agree, there are advantages in being petite and young and free of weight—even the weight of time-proved dignity.